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ABSTRACT

In May 1975, the School Education Law in Japan was revised, creating the category of special training schools out of the numerous types of miscellaneous schools that had sprung up following the end of World War II. The Japanese government created regulations for the schools, specifying that the purpose of the special training schools was to help students develop the abilities required for their vocation and their daily lives as well as to help improve their cultural knowledge. The regulations specify three categories of special training schools: upper secondary, advanced or college level, and ordinary courses (which can be taken at any time regardless of a student's age or schooling level). Other regulations specified the qualifications for those who establish, administer, and teach at special training schools; created standards for the school buildings and equipment; provided standards for school subjects; and established an administrative structure to enforce these regulations. The special training schools are expected to play an increasing role in the education of Japanese youth and the retraining of adults for new jobs as technology advances. To serve these needs, the schools will need to develop professional and vocational education, to improve the content of their programs, and to raise their status in the educational world. (KC)

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SPECIAL TRAINING SCHOOLS IN JAPAN

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N O T E

This paper was prepared originally in Japanese for translation into English for dissemination under the NIER's Information Services Programme among Unesco Member States in Asia and the Pacific.

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1. Background to the Development of the Special Training School System

In May 1975, the School Education Law was revised, and articles concerning special training schools replaced the articles concerning miscellaneous schools. In April 1976, the new special training school system was put into practice.

To help explain the present situation of the special training schools, some background details of the historical development that preceded their formation are given below.

Article 1 of the School Education Law, established in 1947, designates the classification of schools in Japan as elementary, lower secondary, and upper secondary schools, universities, etc. Furthermore, Article 83 of the same law, devoted to miscellaneous provisions, states that those schools which are not specified in Article 1 and provide education similar to school education come under the category of miscellaneous schools. This miscellaneous school system lasted for nearly 30 years after World War II until the new special training school system was founded.

Miscellaneous schools developed rapidly under post-war social conditions. Between 1955 and 1965, the number of schools of this kind reached 8,000, and the number of students increased to more than 1,400,000.

At the same time, considerable differences developed among the miscellaneous school concerning the kind of schools, their size and their academic standards. Some schools operated on a very small scale with a simple curriculum, while others conducted highly specialized education on a large scale. By the end of 1965, those miscellaneous schools had come to find their status under the School Education Law rather inappropriate and they started demanding a change in their legal status. At the annual general assembly of the Japan Federation of Miscellaneous Schools in 1965, it was decided to request to the Ministry of Education, Science and Culture for a revision of the Law.

Subsequently, the Ministry of Education, Science and Culture compiled a bill whereby the government would revise some part of the School Education Law with the aim of improving the miscellaneous school system. In the next 10 years (1965-1975), the bill was set aside for various reasons. In 1975, the bill allowing the inauguration of the special training school system was brought light. The Lower and Upper Houses passed the bill, bringing about the revision of the School Education Law. The special training school system was finally approved to start in 1976.

As described above, the foundation of special training schools can be regarded as the result of repeated requests by people who were directly concerned with the miscellaneous schools. It is very significant to note that those who were directly concerned made this

effort and succeeded in improving the legal status and educational contents of these schools and upgrading their social status. A notification by the Ministry of Education, Science and Culture says,

"Miscellaneous schools have played an important role as an educational institution providing people with vocational and practical courses. However, the miscellaneous school system deals with all such institutions as educational establishments regardless of the varieties of size, standards and curricula. This causes considerable difficulty for educational development on the part of the schools. This revision has assured the inauguration of the special training school system, enabling the existing miscellaneous schools with an optimum size offering systematic educational activities of an optimum standard to be designated as special training schools. It is hoped that this revision will stimulate the educational development of schools of this kind." This notification clearly shows the significance of the revision.

The inauguration of the special training school system had a great impact on the whole school educational system in Japan, in that a new type of school was legally designated.

2. The Status of the Special Training School System Specified in the Regulations

In the partial revision of the School Education Law, some articles were newly added to Chapter VII-2 concerning the special training schools, and in this way the special training school system emerged. Following this revision, the related articles were added to the Enforcement Regulations of the School Education Law. With the enforcement of the Standards for the Establishment of Special Training Schools, the legal procedure was completed and in April 1976, the special training schools started their operation.

With reference to these legal requirements, the outline of the special training system is as follows:

- (1) *The purpose and specifications of the schools are clearly defined.*

The purpose of the special training school is "to help students develop the abilities required for their vocation and their daily life, and also help improve their cultural knowledge." The schools are to offer systematic educational activities, i.e. they must enrol at least 40 students constantly, offer courses lasting at least one year, and give students instruction for at least 800 school hours per year.

- (2) *The regulations specify three categories of special training schools.*

The courses at special training schools may be classified into

three categories upper secondary courses, advanced or college courses and ordinary courses. As described below, these categories were set up on the basis of students' previous academic career.

The first category of upper secondary courses is offered to lower secondary school graduates in "upper secondary special training schools"; the second category is offered to upper secondary school graduates in "special training colleges," and the third category includes all courses in the remaining schools which are simply named "special training schools." These special training schools, therefore, admit students other than lower and upper secondary graduates regardless of their academic career or age.

In the light of the school system which includes elementary, lower and upper secondary schools, and universities, the upper secondary special training schools carry out upper secondary education together with upper secondary schools. The special training colleges belong to higher education, and are parallel to universities and junior colleges. Ordinary courses in special training schools can be taken at any time, because they have nothing to do with the school system.

(3) Establishers

The establisher of a special training school may be the national government, the local government or a private person. In case of a private person, he has to be one or hire a manager with sufficient knowledge and experience necessary for management. At the same time, his economic status, managerial ability and reputation must be reliable.

(4) Principal

In view of the responsibility of the principal, who is the highest executive in the school, he is required to have considerable knowledge of education, and to have had experiences in a field related to education, science and culture. He has to decide on questions concerning the admission, expulsion and temporary absence from school of students. He is also responsible for deciding the beginning and end of each semester.

(5) The Number of Teachers and Their Qualifications

A special training school must have three or more full-time teachers. Furthermore, half or more of the persons engaged in teaching must work on a full-time basis. The number of teachers is calculated according to the number of students, with 40 students on average requiring one teacher.

Regarding the qualifications of teachers, the related articles specify the requirements separately for the three kinds of special training schools; upper secondary special training schools, special

training colleges and other special training schools.

The article describing the qualifications for teachers of special training colleges, i.e. special training schools at advanced courses is as follows:

"Teachers engaged in teaching at advanced courses of a special training school must be those falling under 1) or 2) below, and they must possess excellent knowledge, skills and techniques in their specialist field.

- 1) In particular, teachers should be persons who have been engaged in study, research or practical experience in their specialist field at a school, special training school, miscellaneous school, research institute, hospital or factory, after graduating from the advanced course of a special training school, and whose years of experience at school and work add up to six or more years.
- 2) (Omitted - The section deals with persons who are university graduates or have had teaching experience at upper secondary school or have a master's degree.)

As can be seen from the above regulation, the qualifications of teachers in special training schools are subject to the particular features of those special training schools, in that the years spent at school and experience after graduation are used as standards for qualification. This is very different from the qualifications for teachers of elementary and secondary schools and universities which require higher education in a university or junior college, as designated in Article 1 of the Educational Personnel Certification Law.

Requirements for teachers of upper secondary special training courses ask for four years of school and work experience; that is, two years shorter than for teachers of advanced courses. Otherwise, they have to be recognized as having scholastic attainments equivalent to or higher than university graduates or B.A. holders. Requirements for teachers of ordinary courses are more flexible and four years' experience of the practical work of which they are in charge is necessary after completing upper secondary school education.

(6) School Grounds, Buildings, and the Standards for Equipment

The location and circumstances of the school grounds and buildings are supposed to be "appropriate from educational and hygienic points of view."

The school grounds must be spacious enough for the school buildings to be built in. Additional land should be prepared for a playground or other facilities, if necessary.

The school buildings must contain classrooms (lecture rooms,

laboratories, practice rooms, etc.), a teachers' room, office and other necessary facilities. Besides these, a library, health room and teachers' research rooms are desirable additions, while practice rooms and other indispensable facilities must be included.

The area of the school grounds is as follows:

Ordinary courses	130 square meters or more
Advanced and upper secondary courses	
Engineering and medicine	260 square meters or more
Other subjects	200 square meters or more

* These figures are calculated on the basis of the minimum student numbers of 40. If the enrollment of the students exceeds 41, there is a formula for calculating the area according to the number of students.

In addition, depending on its aims, the number of students and the curriculum, each school is obliged to install required kinds and numbers of machines, tools, specimens, books and facilities. For night courses, schools must provide an appropriate lighting system.

(7) Standards for School Subjects

It is stated in the regulations that, in accordance with the level of the courses, proper subjects should be chosen for the curriculum of each school. To preserve the flexibility of the special training school system, there are no strict regulations, but only a general outline for the purpose of assuring the high level of the content of special training.

One regulation states that, on advanced courses, about 80% of the total class hours must be devoted to the subjects of the field in which students are majoring and to subjects related to that field. The objective of this regulation is to maintain the quality and flexibility of the special training school system.

To secure a high standard of educational content, there is a regulation which restricts the number of students in one class to less than 40.

(8) Fields and departments of special training schools are systematically designed to service as the foundation for education.

There are numerous departments in special training schools, since they reflect the variety of professions and industries for which they provide instruction and training. Special training schools aim to produce craftsmen and specialists in various fields to meet the needs

of the present-day industrial world. Special training schools can be classified into 70 to 80 groups, and the number of fields, including subdivisions, exceeds 300.

When classified by the content of the training given at school, all the special training schools fall into a few categories.

The special training school system uses the concept of "fields", which are divided into 8 groups. Article 2 of the Standards for the Establishment of Special Training Schools designates the basic educational organization as follows:

- 1) Regardless of whether it is a question of advanced courses, upper secondary courses or ordinary special training school courses, each school must have some basic educational organization derived from the aims of its specialis Field.
- 2) The above-mentioned organization must consist of number of teachers and other facilities necessary for educational activities.

Article 3 concerning the departments reads as follows:

- 1) The organization stipulated in 1) must include one or two.
- 2) These departments must be recognized as having a size and content appropriate for conducting qualified education as a special training school.

The designated fields are as follows:

1. Engineering 2. Agriculture 3. Medicine 4. Health 5. Education and Social Welfare 6. Business 7. Home-making and 8. Culture and Liberal Arts. All special training schools belong to one of these categories.

The following are the main departments in respective fields:

- | | |
|----------------|--|
| 1. Engineering | Architecture, Surveying, Engineering, Drafting, Car Mechanics, Aviation, Electronics, Electricity, Computer Science, Data processing, Watches and spectacles, etc. |
| 2. Agriculture | Agriculture, Meat processing, Gardening, Fungi, etc. |
| 3. Medicine | Nursing, Assistant nursing, Midwifery, Health nursing, Physical therapy, Occupational therapy, Clinical examination technician training, Radiotherapy, Dental technician training, Dental hygiene, |

- | | |
|---------------------------------|--|
| | Massage, Acupuncture, Moxa cautery, Judo reposition, Pharmacy, etc. |
| 4. Hygiene | Cookery, Nutrition, Confectionery hygiene, Training as barber or beautician. |
| 5. Education and Social Welfare | Training for kindergarten teaching or nursery nursing, Social welfare, etc. |
| 6. Business | Accounting, Bookkeeping, Typing, Short-hand, Business, Tourism, Secretarial work or Hotel work, Stewardess training, etc. |
| 7. Home-making | Clothes, Dress-making, Japanese kimono sewing, Knitting, Handicrafts, Cooking, Home-making, etc. |
| 8. Culture and Liberal Arts | Foreign languages, Religion, Law, Culture, Design, Art, Photography, Music, Drama, Dance, Tea ceremony and Flower arrangement, Calligraphy, etc. |

(9) Establishing Administrative Enforcement of the System

To ensure the enforcement of the special training school system, the following article was added to the Ministry of Education, Science and Culture Establishment Law.

"The designated bureau must present plans and give assistance and advice for the improvement of education at special training schools (except for those schools that are the responsibility of other bureau.) It must help establish standards for the designation of a special training school."

The Administrative Bureau of the Ministry of Education, Science and Culture was charged to assume this newly-introduced responsibility. The article clearly stipulates active participation in the special training school system on the part of the central education administration. At the same time, prefectural governments have become more active in administering special training schools.

Since the inauguration of the system, some improvements in administering special training schools have been observed. For example, the ceiling of financial aid from the Japan Private Schools Promotion Foundation has been lifted, and some changes in taxation have taken place. In particular, the Group for Investigation and Research on Special Training School Education, an advisory body to the Minister of Education, Science and Culture was formed in August 1977, its membership consisting of men of learning and experience active in relevant fields. It deserves special mention that, after two years' deliberation, the group submitted a report in July 1979,

which determined the foundation and course of the active administrative enforcement of the system. Thanks to this report, the Foundation for the Development of Special Training School Education started helping financially with the teacher in-service training programmes. In addition, since 1980, students enrolled in a special training school have been qualified to obtain a scholarship loan from the Japan Scholarship Foundation. More measures will be taken in the future to develop special training school education.

- (10) *A degree is conferred on a special training school graduate (a graduate from an upper secondary special training school or a special training college.)*

When a person has finished either upper secondary courses or advanced courses, he is awarded a degree and is termed "an upper secondary special training school graduate" or "a special training college graduate," as appropriate. These degrees are guaranteed not by a particular article of law, but by all the articles of laws and regulations concerning special training schools. Needless to say, these degrees prove to the public that the student has finished one of these two courses. After spending 3 years at an upper secondary training school, the student is considered to be equivalent to an upper secondary school graduate. Two years at a special training college lead to a degree which is considered to be equivalent to a junior college graduate degree. The 1978 revision of the regulations laid down by the National Personnel Authority, made this point much clearer.

The utilization and institutionalization of the characteristics of the special training schools, namely practical special training, have enabled these new and unique degrees to come into being.

3. Roles and Characteristics of Each Special Training School Course

The preceding section introduced three courses offered at special training schools, i.e. advanced, upper secondary and ordinary courses.

Several years after the inauguration of the system, the number of students enrolled in these three courses are increasing year after year. (See Table 5) It can be said that each course has found an appropriate place in terms of the system and the content.

With reference to the achievements of the past years, the roles and characteristics of each course will now be considered.

(1) *Upper Secondary Courses*

At present, 94% of lower secondary school graduates go on to upper secondary schools. The upper secondary school curriculum has recently become a subject of controversy because, with this high percentage, it is rather questionable whether the curriculum can take account of the variety of students' abilities, aptitude, and future plans. The problem

of what we call "dropout" students has surfaced, and there are many other problems that must be solved in upper secondary education. The role of upper secondary special training schools should therefore be looked for and defined in relation to the problems of upper secondary education.

Existing upper secondary special training schools will fall into three categories, depending on the fields and departments involved. The first category comprises schools of medicine and hygiene producing assistant nurses, barbers, beauticians, cooks and so on. They admit lower secondary school graduates, and are institutions designated by the Minister of Health and Welfare for obtaining professional certificates. Therefore, the number of years of schooling, curriculum, equipment are all stipulated by law. It is noticeable that lately many upper secondary school graduates have been entering these schools. The second category includes schools offering instruction in skills and techniques, and they have little connection with professional certificates. The courses in question are in sewing, accounting, engineering and so on. The curriculum emphasizes the practical work of the field concerned. At the same time, general subjects such as Japanese, mathematics, foreign languages, social studies, science, physical education, etc. are taught just as in upper secondary schools. The third category consists of the special training colleges. Most of the schools in this category also belong to the second group. It is expected that the third category will come to play an active role as another path leading to a special training college, since students who have completed the three-year programme are qualified to enter a special training college in the same way as are upper secondary school graduates.

Upper secondary special training schools are not quasi-upper secondary schools. They provide students with an appropriate curriculum, which takes account of the variety of individual aptitudes, abilities, personalities and future plans. Schools of this kind meet the educational needs required in employment, daily life and local communities. In this sense, it is very important to note that upper secondary special training schools occupy a very unique place in upper secondary education, and that, from now on, surroundings in and out of school must be well-organized for further development.

(2) Advanced Courses

As of 1982, the number of students enrolled in the advanced courses (special training colleges) exceeds 360,000, and it seems to be growing bigger year by year. Special training colleges have evolved as a third category of higher educational institutions almost parallel to junior colleges both in name and reality.

The traditional notion of higher educational institutions included only universities and junior colleges where academic research and teaching were conducted. However, as special training colleges have developed both in quality and quantity, occupying a larger place in

higher education, things are changing as well. These colleges are institutions which admit and provide further education for upper secondary school graduates just like universities and junior colleges. Furthermore, it is true to say that the special training colleges have been playing an important role in higher education, since they give continuous instruction in special training. The guidance given at upper secondary school for students going on to higher education institutions usually covers universities, junior colleges and special training colleges. It is obvious therefore that special training colleges have formed one category differentiated from universities and junior colleges.

On the other hand, the idea of classifying all institutions except universities (i.e. special training colleges, miscellaneous schools, vocational training institutes, the University of the Air, correspondence education, etc.) into post-secondary education has recently become prominent. The notion of post-secondary education has been added to the traditional three-fold educational system (elementary, secondary and higher education). The introduction of this new idea will produce some problems. Even at present, more than half of high school graduates go on to a school of a higher grade. Their aptitudes, interests, personalities, and academic achievements cover a very wide range. For this reason, it is obvious that the idea of limiting higher educational institutions only to universities where academic learning, research and teaching are mainly conducted is rather out-dated.

Special training colleges can be regarded as representative of post-secondary education, in that they meet the needs of society and the needs of those students who want to obtain special skills and techniques for a profession. Unlike the university curricula, in which divisions and departments are formed according to systematic scientific criteria, the curricula at special training colleges have a wide variety, because they are based on the variety of industrial and professional structures. In addition, it is expected that the professional structures will become more varied and differentiated in the future. In accordance with this change, the nature and constitution of special training colleges will become much more varied and differentiated than before.

With these factors in mind, it is necessary to consider the role of special training colleges in society.

As mentioned above, as a result of the revision of the School Education Law, special training colleges were placed parallel to universities and junior colleges within the higher education system. With this revision, "a new stream" started flowing in the river of higher education in Japan. This is a phenomenon of great importance. In the past ten years, there has been a conspicuous generalization of higher education. Under these circumstances, it was very timely that special training colleges, which aim at practical education, should obtain strong legal support. They were destined to develop further,

and, judging from the data collected over several years after their inauguration, they have grown in quantity, and are now almost equal to junior colleges.

Secondly under these preferential conditions, special training colleges have made efforts to improve the contents of their education, and have achieved substantial successes in their own right. Most of the special training colleges are private, and their managerial efforts are therefore usually directed towards the establishment and stabilization of a managerial foundation. On the question of the development and continuing progress of special training given at school, in-service training and research activities on the part of teachers have been and should be encouraged. Investigation and study of the curriculum must be carried out for the further development and upgrading of special training. It is essential to update equipment to suit the improved circumstances. In all these aspects, every possible effort has been and is being made to improve the contents of education.

Thirdly, the efforts mentioned above have born fruit in the areas of the quality of students and employment opportunities after graduation. The special training colleges promise "certificates and special skills" and the employment opportunities for graduates of these colleges are very good and of a high level. In other words students can make good use of the results of their special training, find a job directly, and are promised a bright future as a specialist or as an expert. This prospect exerts a good influence on upper secondary school students, who are considering going on to a school of higher education. There is a stratum of students who select special training colleges as their first choice for further education. Recently, the generalization of higher education has lowered the value of an academic career. However, the preference of special training colleges is not a temporary boom but a "change in the stream" whereby people hope to obtain skills with a certificate in order to secure their way of living.

Fourthly, special training colleges are expected to carry out their responsibility in the future by helping to introduce the merit system into society. Generally speaking, special training colleges cover a wide range of types and special fields, reflecting the variety and differentiation of professions and their structures in today's industrial world. Each college belongs to a specific field, and provides an intensive training course in knowledge and skills required for a particular profession from a practical point of view. It is very important for a student to acquire what is available at school. Graduation or a certificate is just a formality to show the results of his enrollment. A student should be evaluated in terms of his capacity for practice and study in the industrial society, but he cannot be said to be evaluated logically or reasonably unless the evaluation is based on the merit system. In other words, it is urgently necessary that the function of special training colleges in nurturing specialists in various fields should be properly evaluated.

Graduates from special training colleges find jobs as specialists or semi-specialists. The general view of employment opportunities is still quite different from that of universities and junior colleges. However, within the world of specialists, there is a trend to put more value on their ability rather than their academic history, and this trend seems certain to facilitate the spread of the merit system especially in setting the working conditions of highly-educated people in an industrial society and in evaluating specialists over the long term. Furthermore, in a field where university graduates and special training college graduates must compete with each other for employment, the validity of the merit system will become more significant. Thus, special training college education is bound to play an important role and make an important contribution to educational revision in Japan.

(3) Ordinary Courses

The student enrollment in ordinary courses of the special training school programme is a little over 40,000. It is still on a small scale, though the number of students is expected to grow steadily in the future.

Unlike the advanced and upper secondary courses, ordinary courses have no requirements for admission. They can educate without restrictions people of various ages, and may be considered representative of life-long education.

The Japanese school education system is expected to assume more responsibility for life-long education. Nevertheless, the system is not flexible enough to solve the remaining problems. To fulfill the development of life-long education, ordinary courses should be more actively used. When we look at the living conditions of the students enrolled in ordinary courses, most of them are busy with their work, and they prefer courses of a short time span. As for the contents of instruction, not only special skills and knowledge required for a profession but also hobbies, sports and recreation activities are popular. Private educational organizations have quickly responded to these demands and have been providing various opportunities for learning. They are leading life-long education.

On the other hand, students are required to stay in these ordinary courses for longer than one year and must maintain their interest and efforts in order to continue with their training. These difficulties decrease student enrollment. However, the courses offer a real opportunity for continuing education, and it is hoped that enrollment will increase and that many qualified people will graduate from them. If this happens, it will be possible to say that life-long education in Japan has attained full development through the activities of special training schools.

4. Problems to be Solved in the Future

Problems facing special training schools are considered from the

two points of view.

(1) *Development of Professional Education and Improvement of the Content*

The most difficult problems for special training schools to solve is how to develop professional and vocational education by improving the content of these kinds of education. Most of the special training schools have started doing something about this problem, and a lot of things have been done from various aspects for the improvement of the quality of education. The educational objective of special training schools is summarized as educating competent professionals. To achieve this objective, the subjects and the content of instruction have been investigated and studied. The curriculum of each field at each kind of special training school has also been under investigation. Exchange of information is continuing in order to find out the real situation and problems. For example, questions of how to improve skill courses or how to insert theory, knowledge and general education courses into the curriculum have been discussed, and studies are actively being carried on concerning these topics. This kind of achievement will certainly contribute to the development of special training school education.

To improve the quality of professional education, it is necessary to improve the educational environment and equipment. Extensive administrative efforts must be devoted to these matters in the future. At the same time, each special training school must voluntarily make special efforts in the field of management. Given such efforts, facilities such as school grounds and school buildings and material conditions including instructional materials and tools can be improved. Due to the lack of finance, however the educational environment at special training schools is less adequate than that of private universities and junior colleges. Recently, people in special training education have pointed out the importance of the educational environment, and they are trying to improve this as well as working on with the bureaux in charge for the revision of the law, where necessary.

Thirdly, it is the teachers that are crucial to the development of special training schools. Most of them are experienced personnel in their specialist fields. Some of the subjects are taught by people who have practised their speciality in the industrial or professional world. New graduates from college with much enthusiasm, experienced teachers who have taught at elementary, lower and upper secondary schools and universities, make up the wide variety of the teaching staff. Each school is trying to adapt a unique pattern of education by hiring suitable personnel. In addition, the schools are tackling the task of teachers' education, in-service training and research activities. Their struggles have formed an inner dynamism which is helping to upgrade the special training school system.

(2) *A Rise in Status in the Industrial and Educational Worlds*

More than six years have passed since the inauguration of the special training school system. Graduates under the new system have found jobs in numerous fields and are working very actively, making the best of their acquired skills. They have been regarded as a new type of personnel in an enterprise or company. Even in a stable employment situation and with competition for employment, it can still be hard for new college graduates to find a job. In contrast, for a graduate from a special training school (especially from a special training college, it is easier to find employment. The percentage of students who are employed by companies in their own fields is quite large. Research data collected over several years by a famous private research institute reveals that the employment rate of special training school graduates is higher than that of university and junior college graduates. This shows that the employers in enterprises in the industrial world have understood the achievements of the unique education given by special training schools. Their sincere efforts to implement professional and vocational education have been rewarded with the approval of the employers. Taking the present situation into consideration, their next task is to raise their status and stabilize their reputation in the industrial world. If special training school graduates can form a thick wall of personnel as the backbone of the industrial world, contributing to the enforcement of the merit system in society, it will be possible to get rid of the side effects of the school-career-oriented society.

Another task is to raise the status of special training schools in the educational world. Needless to say, it is necessary to emphasize the characteristics of professional and vocational education, and co-operate with upper secondary schools, junior colleges and universities which are closely related to special training schools with a view to achieving better mutual understanding. These are some of the problems to be solved in the future.

Appendix

Table 1 The Numbers of Schools, Teachers and Students
according to the Establishing Body (1982)

Classification		National	Public	Private	Total
Schools		189	159	2,456	2,804 1)
Teachers	Full-time	790	1,478	19,945	22,213
	Part-time	11,582	9,738	48,414	69,734
	Total	12,372	11,216	68,359	91,947
Students	Male	1,692	1,086	177,026	179,804
	Female	15,530	21,045	262,555	299,130
	Total	17,222	22,131	439,581	478,934
Full-time teachers per school		4.2	9.3	8.1	7.9
Students per school		91.1	139.2	179.0	170.8
Students per full-time teacher		21.8	15.0	22.0	21.6
Clerical personnel		775	676	8,984	10,435
Clerical personnel per school		4.1	4.3	3.7	3.7

Note: 1) Schools with upper secondary special training courses are 813 (national 33, public 26, private 754), and schools with advanced courses are 2,285 (national 168, public 142, private 1,975).

Table 2 Number of Students Enrolled on
Each Course (1982)

	Total	Upper Secondary Courses	Advanced Courses	Ordinary Courses
Total	478,934	73,012	361,937	43,985
Male	179,804	17,462	137,616	24,726
Female	299,130	55,550	224,321	19,259

Table 3 The Number of Students Enrolled at Special Training Schools (1982)

Fields	Student	Sex		Years			Courses			Day or Night		ESta. Body	
	Total	Male	Female	1st	2nd	3rd or more	Upper Sec-ondary	Ad-vanced	Ordi-nary	Day	Night	Pri-vate	Nation-al and Public
Engineering	77,202	69,909	7,293	8,434	63,068	5,700	4,283	72,363	556	70,329	6,873	76,944	258
Agriculture	551	517	44	348	69	144	120	441	-	561	-	561	-
Medicine	124,015	23,484	100,531	1,916	48,619	73,480	26,011	97,968	361	106,665	7,352	87,212	36,803
Hygiene	47,228	18,662	28,566	32,878	14,167	183	17,063	27,773	2,392	39,116	8,112	46,794	434
Education & Soc. Welfare	18,142	513	17,629	140	14,495	3,507	-	18,142	-	13,488	4,654	17,554	588
Business	51,988	20,985	31,003	16,421	28,516	7,051	7,133	43,364	1,491	48,781	3,207	51,787	201
Home-making	88,170	2,901	85,269	22,658	38,729	26,783	17,224	58,920	12,026	69,810	18,360	87,343	827
Culture and Liberal Arts	71,628	42,833	28,795	29,953	36,297	5,378	1,178	42,966	27,484	64,438	7,190	71,386	242
Total	478,934	179,804	299,130	112,748	243,960	122,226	73,012	361,937	43,985	413,186	65,748	439,581	39,353

Table 4 The Number of Students Enrolled at Advanced Courses (1982)

Fields	Students	Sex		Years			Day or Night		Establishing Body	
	Total	Male	Female	1st	2nd ¹⁾	3rd or more	Day	Night	Private	National and Public
Engineering	72,363	65,141	7,222	7,279	62,530	2,554	66,319	6,044	72,105	258
Agriculture	441	397	44	241	56	144	441	-	441	-
Medicine	97,968	20,994	76,974	1,916	23,658	72,394	80,981	16,987	63,802	34,166
Hygiene	27,773	10,864	16,909	19,015	8,618	140	25,544	2,229	27,391	382
Education and Social Welfare	18,142	513	17,629	140	14,495	3,507	13,488	4,654	17,554	588
Business	43,364	18,215	25,149	15,029	28,154	181	40,921	2,443	43,185	179
Home-making	58,920	2,434	56,486	16,698	32,754	9,468	47,433	11,487	58,753	167
Culture and Liberal Arts	42,966	19,058	23,908	3,065	35,650	4,251	38,495	4,471	42,896	70
Total	361,937	137,616	224,321	63,383	205,915	92,639	313,622	48,315	326,127	35,810

Note: 1) The number includes the students who stay for a period of 1 year and 1 year and 11 months.

Table 5 Changes in Student Enrollment by Course and Field (1977-1982)

Fields Years Courses		Engi- neering	Agri- culture	Medicine	Hygiene	Educa- tion & Social Welfare	Busi- ness	Home- making	Culture and Lib- eral Arts	Total
Total	1977	48,535	338	73,029	26,890	18,862	24,972	128,954	35,180	356,760
	1978	57,645	493	93,226	36,396	22,503	30,095	127,620	38,635	406,613
	1979	60,685	492	99,895	37,862	20,123	35,244	113,445	43,384	410,930
	1980	67,013	483	108,064	40,156	19,295	42,761	105,505	49,637	432,914
	1981	71,193	529	120,221	48,567	19,725	47,909	97,170	67,471	472,785
	1982	77,202	561	124,015	47,228	18,142	51,988	88,170	71,628	478,934
Upper Secondary Courses	1977	2,678	7	14,042	10,959	-	5,706	23,073	1,388	57,873
	1978	4,149	105	19,176	14,809	-	5,692	22,674	1,458	68,063
	1979	3,952	106	20,474	14,874	-	5,986	21,104	1,125	67,621
	1980	3,849	101	21,255	15,133	-	6,463	20,466	1,067	68,334
	1981	4,098	112	25,351	17,465	-	6,798	19,031	1,089	73,944
	1982	4,283	120	26,011	17,063	-	7,133	17,224	1,178	73,012
Advanced Courses	1977	45,383	331	58,934	14,467	18,862	17,856	88,802	24,535	269,170
	1978	53,138	338	71,996	19,803	22,503	22,481	88,689	29,802	310,800
	1979	56,339	386	79,314	21,497	20,123	27,031	77,292	34,657	316,639
	1980	62,718	382	86,654	23,816	19,295	34,742	69,694	40,563	337,864
	1981	66,596	417	94,825	29,072	19,725	39,242	64,839	41,738	356,456
	1982	72,363	441	97,968	27,773	18,142	43,364	58,920	42,966	361,937
Ordinary Courses	1977	474	-	53	1,464	-	1,410	17,059	9,257	29,717
	1978	358	-	54	1,784	-	1,922	16,257	7,375	27,750
	1979	394	-	107	1,461	-	2,027	15,049	7,602	26,670
	1980	446	-	155	1,207	-	1,556	15,345	8,007	26,716
	1981	497	-	45	2,030	-	1,869	13,300	24,644	42,385
	1982	556	-	36	2,392	-	1,491	12,026	27,484	43,985